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ABSTRACT

Teaching strategies are suggested to help high school social studies teachers develop and implement a study of Cape Verdean American history. Intended as a guide to accompany "Cape Verdeans in America," (SO 011 060), the teacher's manual offers three categories of teaching methods: (1) ideas to help students read and understand the book, (2) suggestions to help students integrate knowledge about Cape Verdeans with social science concepts, and (3) ideas to encourage further reading and research projects. Teachers are directed to begin the study of Cape Verdeans' American experiences with an historical overview of the Cape Verdean Islands. Background information and maps are included in the document. Other teaching aids are word study lists, comprehension and discussion questions, and a chart relating textual readings to social science concepts. Learning activities involve students in defining terms, discussing questions in class, role playing, writing research papers, and participating in map exercises. (DB)

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A TEACHERS MANUAL

for

CAPE VERDEANS IN AMERICA: OUR STORY

prepared by

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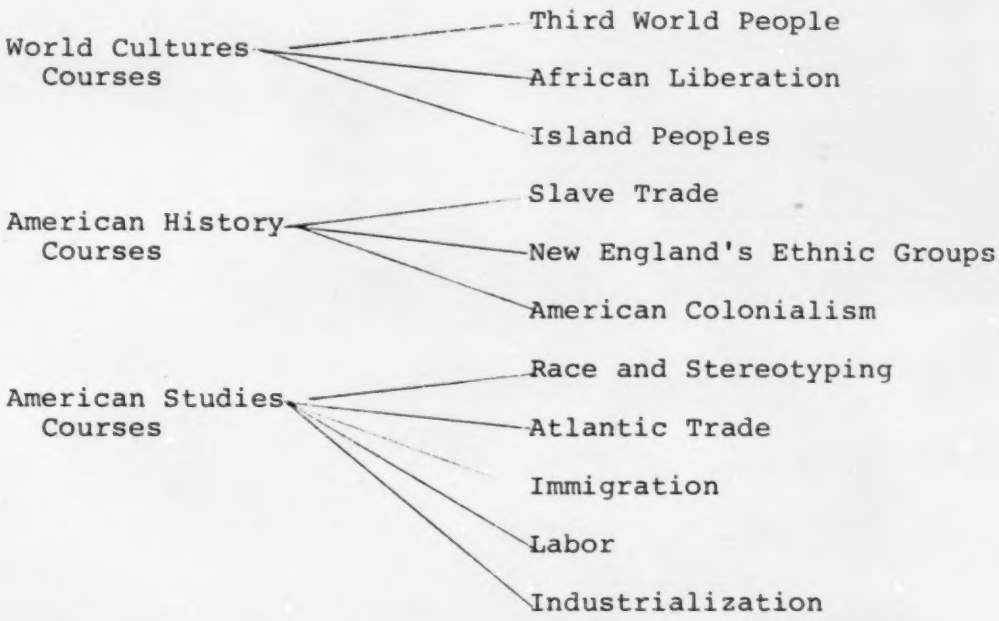
OVERVIEW

The book Cape Verdeans in America is designed to be used in high school social studies courses. The following topics are suggested entry points to study Cape Verdean-American history.



This manual presents a variety of teaching strategies and suggestions for consideration by the classroom teacher. The strategies are, of course, dependent on the goals which the teacher may have for using the book. We have organized the suggestions and strategies into three groupings:

(1) Ideas for helping students read and understand the book (p. 4 of the manual).

(2) Ideas for helping students integrate the learnings from this case study with concepts from the social science disciplines of economics, geography, political science, anthropology and history.

(3) Ideas for helping students go beyond the material in this book into further reading, study projects and independent research.

Also provided are some additional teaching aids which are designed to help with map study and background information on Cape Verdean people. These materials are included at the end of the manual.

Chapter Summary and Major Concepts

Chapter 1 is about the Early Contacts between Cape Verdean people and the American sailing ships, and explores the concepts "trade", "mercantilism", and "colonialism".

Chapter II focuses on Whaling. One major concept inherent in the chapter is motivation. In conjunction with this emphasis, a suggested organizing question for this chapter is "What encourages a man to brave the dangers and interminable monotony of the sea?" Other concepts to develop in Chapter II are discrimination, (stressing the fact that one motivation for sea-faring was the lack of discrimination and advancement based on ability) and upward mobility.

Chapter III, "The Cape-Verdeans-American Packet Trade," highlights the concept of immigration as it discusses memorable voyages and ships. Both immigration and emigration are concepts discussed in the chapter. Also, the role of water as a barrier or facilitator of travel and exploration can be examined.

Chapter IV, "New Life in America," discusses the importance of skin color, the relationship of color of skin to discrimination, and the identification of race with ethnicity. Concepts to be discussed include race, class, ethnicity and discrimination.

I. Ideas for Helping Students Read and Understand the Book

Before the teacher distributes Cape Verdeans in America to his/her students, it is suggested that the background on the Cape Verde Islands found in the "Overview" section of this guide be presented. Also, transparencies of the maps showing the Cape Verde Islands in relation to other geographical landmarks should be presented and discussed. An examination of the "Table of Contents" will help the students become familiar with the organization of the book and the topics covered.

Chapter I

Word Study List

descendants
immigration/emigration
origins
archipelago
socio-economic
colonial/colonization
nineteenth century (included what dates)
clandestinely
outlaw/abolition
commercial/commerce/commodity
Crioulo language
famine/starvation/destitute
drought
benevolence
trade import/export

Comprehension Checks

1. For what reasons did American ships make contact with the Cape Verde Islands?

2. During the 1800's, what goods did American ships trade with the Cape Verde Islands?

3. In what ways did Americans come to the aid of starving Cape Verdeans?

4. What is meant by the statement, "By the late nineteenth century, Cape Verde's principal export to the U.S. was her own young men"? (p. 15)

5. Why does the Crioulo word "tchuba" (rain) serve as the symbol for hope?

Chapter II

Word Study List

provisions
mariners
embarkation point
harpoons/harpooner
boatsteerer
sextant
"disciplined crew"
berth
docile
gangrene
racial discrimination

Comprehension Checks

1. Why was whaling a monotonous occupation?

2. Why did the crew of a whaling ship have to be well disciplined?

3. Why is whaling a risky occupation?

4. For what reasons did Cape Verdean men become whalers?

5. Why did Cape Verdean whalers remain in that occupation when other men turned to other forms of industry ?

6. From studying the pictures in the chapter, list 4 tasks done aboard a whaling vessel.

Chapter III

Word Study List

riggers
dockworkers
coopers
schooners/windjammers/barks

Comprehension Checks

1. Where is New Bedford? Find it on a map and describe it in relation to Boston, Nantucket, and Providence.

2. What is a packet ship? Could a schooner be a packet ship? Would a packet ship have to be a "tall ship"?

Comprehension Checks (continued)

3. How did packet ships make the "Cape Verdean-American connection"?

4. What were some of the dangers faced by the crew and passengers of a packet ship?

5. Do you feel that the captains and crews of Cape Verdean packet ships exhibited bravery and courage?

Chapter IV

Word Study List

relationship
naturalization
bog
scab workers
sweatshops
impoverish
boom-town
subsistence

Comprehension Checks

1. What is a "mantenha"? (man/tain/ya)

2. Why would Cape Verdeans want to immigrate to the New Bedford area?

3. What skills are necessary to work on a cranberry bog?

4. Why did many Cape Verdeans tend to stay away from factory work in the early part of this century?

5. What governmental restrictions controlled Cape Verdean immigration to the U.S.?

II. Ideas for Helping Students Study Social Science Concepts

There are two major approaches to the development of the students' understanding of major concepts. One is the case study method which is described in a free booklet available from the Federal Reserve Bank of Boston entitled, "Teaching with Case Studies." It was authored by Prof. Paul Tedesco of Northeastern University who heads the Business History and Economic Life Project. (Copies are available upon request from Public Information Center, Federal Reserve Bank of Boston, Boston, Mass. 02106).

The other strategy is a discussion approach and teachers can find specific help in the text, Teaching Strategies for Ethnic Studies by James A. Banks (Allyn & Bacon, Inc., 1975).

Concept development can be enhanced by reading other books and pamphlets. TCHUBA, The American Committee for Cape Verde, (14 Beacon Street, Boston) is a rich source of information about the Republic of Cape Verde and its peoples.

Studying the Cape Verdean in America
From an Interdisciplinary Social Science Perspective

Social Science Discipline	Analytical Concepts		Readings in Book	Typical Questions
Geography	Region Location Ethnic Enclave	Natural resources	Maps Chapter IV	What advantages/ disadvantages does the climate of Cape Verde provide? What natural resources do the Islands have?
History	Immigration Migration Change	Colonialism	Chap. III	How has the Cape Verdean community in America changed from the earliest days of immigration to the present?
Economics	Poverty Production Consumption Trade Merchantilism	Capitalism Economic exploitation	Chap. I, II & III	What goods and services have been produced in the Cape Verdean communities in America? Has Cape Verde benefited from trade with other nations?
Anthropology	Acculturation Racial mixture Subculture	Assimilation Melting pot Ethnocentrism	Chap. IV	What kind of culture exchange has taken place between Cape Verdeans and other ethnic groups in the United States?
Political Science	Power Separatism Social Protest	Powerless Oppression Colonization		Can a poor nation be a world leader?
Sociology	Discrimination Ethnic Minority Group Status	Values	Chap. IV	What unique values and norms within the Cape Verdean community in America can be identified?

Social Science Discipline	Analytical Concepts	Readings in Book	Typical Questions
Psychology	Identity Aggression Motivation Displacement Repression	Chap. II & IV	What encourages a person to brave dangers?
Ethnic Studies	Discrimination Cultural pluralism Race Ethnicity Class		What are some ethnic and cultural characteristics of Cape Verdeans and Cape Verdean Americans?

III. Suggested Projects and Discussion Questions for Independent Reading and Study

1. Ask your students to briefly answer the following two questions on a sheet of paper:

   (1) What is a Cape Verdean?

   (2) What is a Cape Verdean-American?

   Drawing from their answers, make two composite pictures on the chalkboard (without comment) and leave them there throughout your discussion. (We will return to them after the discussion). From their answers, you should gain a preliminary understanding of how much they learned from the history, combined with any personal stereotypes they might hold.

2. Where did Cape Verdeans come from? What did the first Portuguese settlers find? How did the various ethnic groups differ from each other? From your reading, what religions and customs could you expect to find in Cape Verde today?

3. How did the Islands' geographical location and climate influence their history? In what way was Cape Verde a crossroads of the seas? What might happen to the local population of such a crossroads? How do you think life there would differ from life in an isolated country that had never been colonized?

4. Cape Verdeans lived under Portuguese colonial rule for over 500 years. Consider what this fact meant to them in terms of: (1) cultural beliefs and customs, (2) individual identity, and (3) political identity.

5. What were the main economic activities in the Cape Verdes until the mid-1800's? Describe triangular commerce and its effects on the islands. In the course of this commerce, what impressions did Americans and Cape Verdeans form of each other? Did Cape Verdeans feel the same about Americans as they did about Portuguese?

6. Why did the slave trade develop in the Cape Verdes? Consider the role of the assimilados and lançados. How did the Portuguese use "assimilation" as a means of control in Cape Verde? Discuss how a people's racial views and stereotypes can arise out of their historical experience. Compare the slavery experience in Cape Verde with that in the U.S. How can we change our views about race?

7. Why did Cape Verdeans start emigrating to the U.S. in the mid 1800's? What effect did the Americanos' reports and gifts to the folks in the Islands have on life in some Island communities? What difficulties do you think the early "Americanos" might have experienced in becoming part of a new culture in the U.S.A.? How might their values have changed?

8. Ask your students to imagine the diaries (or conversations) of a Cape Verdean and an Afro-American teenager in Massachusets in the 1800's. (This could be expanded into a writing activity.) Record what impressions they might have had of each other upon meeting. What impressions might a Cape-Verdean and a Yankee teenager have of each other. In each case, both probably held certain stereotypes of each other. How do our perceptions of people different from us change through closer contact?

9. Collect dictionary or textbook definitions of the following terms: (1) culture, (2) race, and (3) ethnic group. Write the best brief definitions on the chalkboard and discuss how these terms apply, or don't apply, to the Cape Verdean experience.

10. From your reading of Cape Verdean history up to 1900 what problems would you imagine the newly independent nation might face in the future? How might its history have strengthened its chances for success?

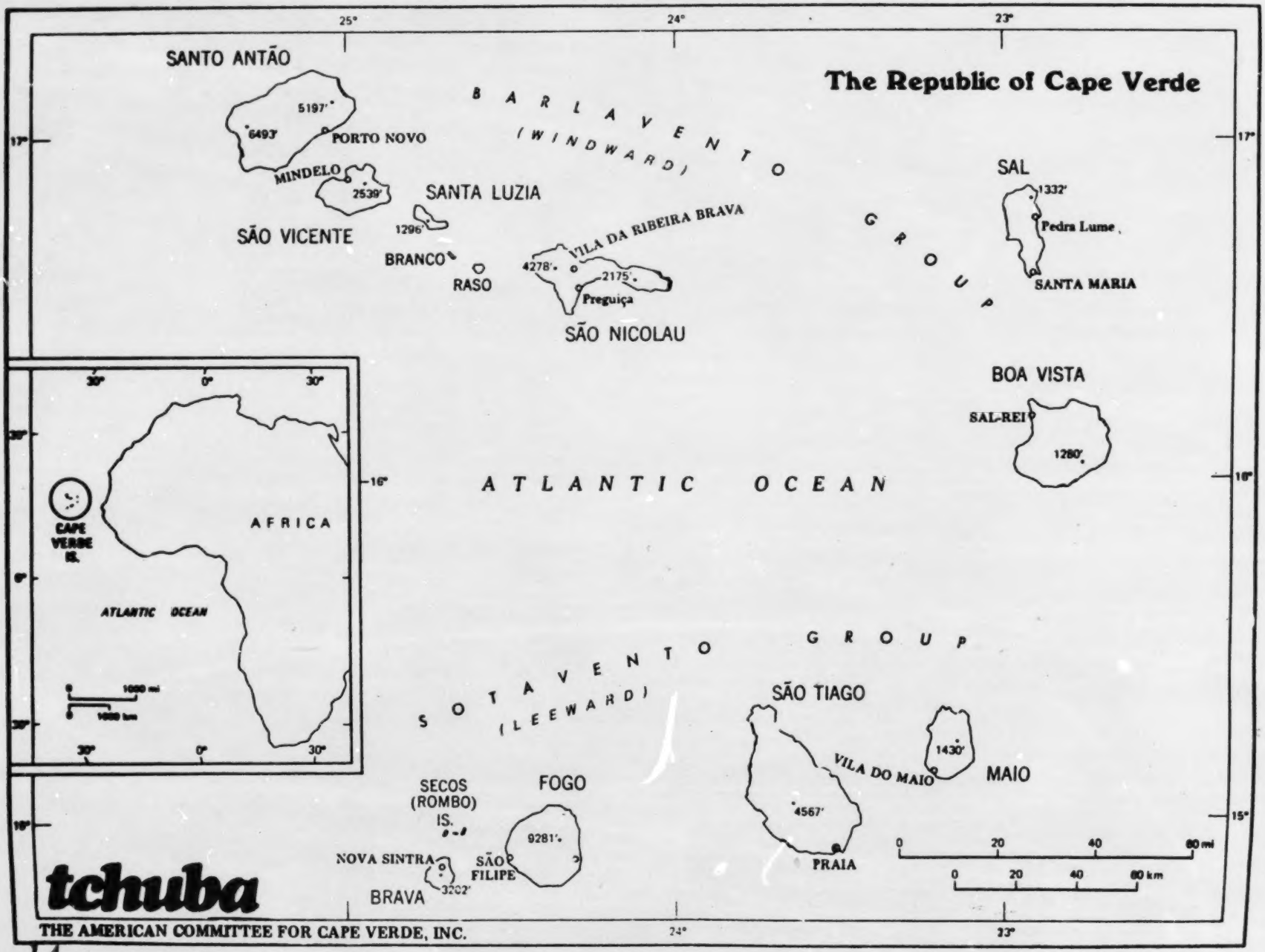
11. How have your notions changed about who a Cape Verdean is, and who a Cape Verdean-American is? Ask your students to answer the question "Who am I?" on a piece of paper. Where do we get our ideas about our identity? What particular difficulties and feelings of pride might a Cape Verdean-American experience in the United States?

MAPS

This manual contains three maps in addition to the ones included in the book. One map is a non-labelled one of the four continent map which may be used by students in an identification exercise. The teacher should feel free to reproduce them or make an overhead transparency. They should facilitate locating Cape Verde Islands in relation to the African Coast, the Atlantic Seaboard of the U.S., and other island groupings in the Atlantic which were colonies of Portugal (Madeira, Azores, Sao Tomé and Principe, as well as the Canary Islands, a Spanish colony.)

FURTHER INFORMATION ON CAPE VERDEAN PEOPLE

A copy of the booklet Cape Verde and Its People: A Short History is included in this manual to assist teachers enlarge their understanding of the Cape Verdean-American experience. Copies of this inexpensive booklet can be purchased in classroom quantities from TCHUBA, the American Committee for Cape Verde.



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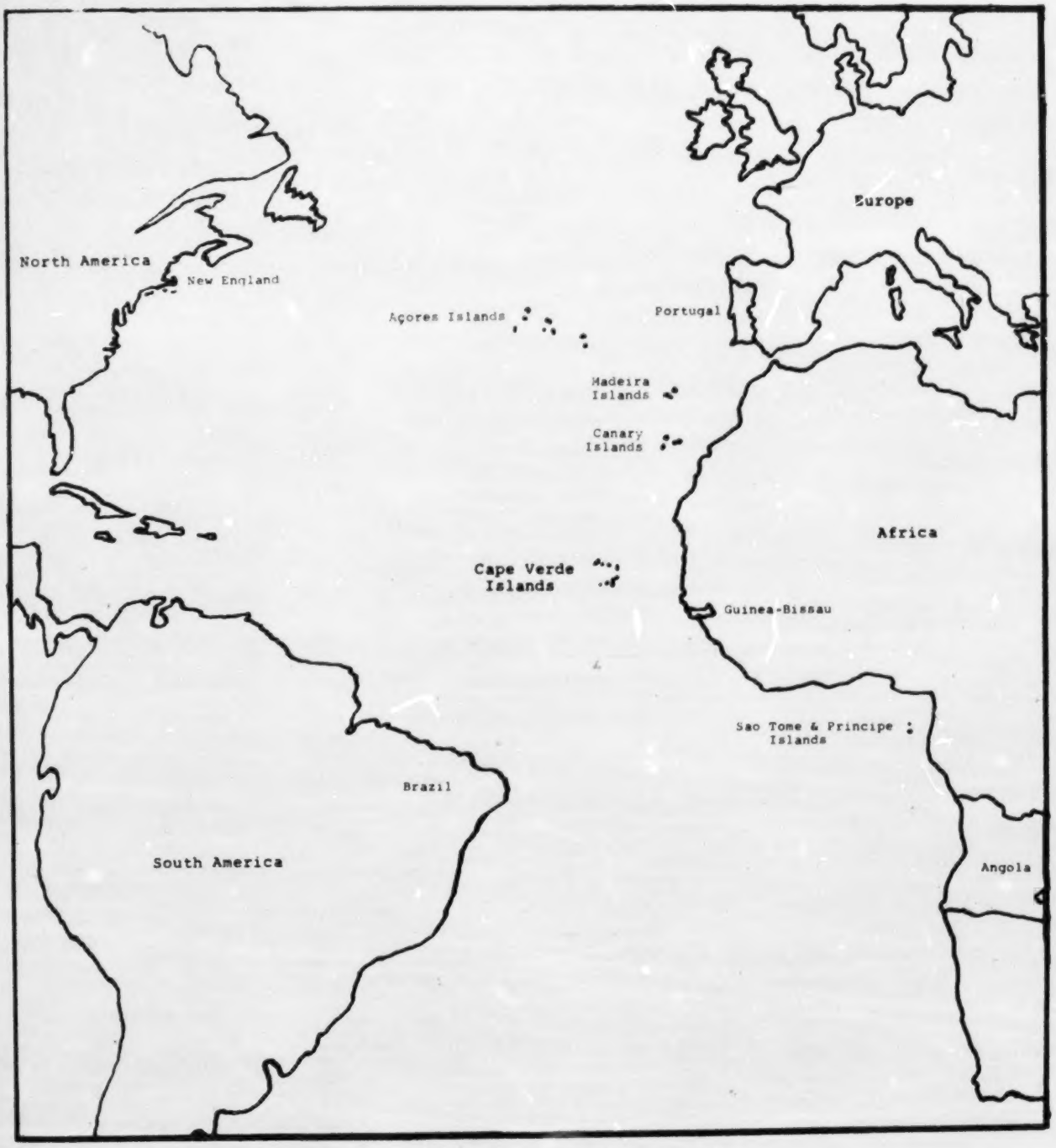

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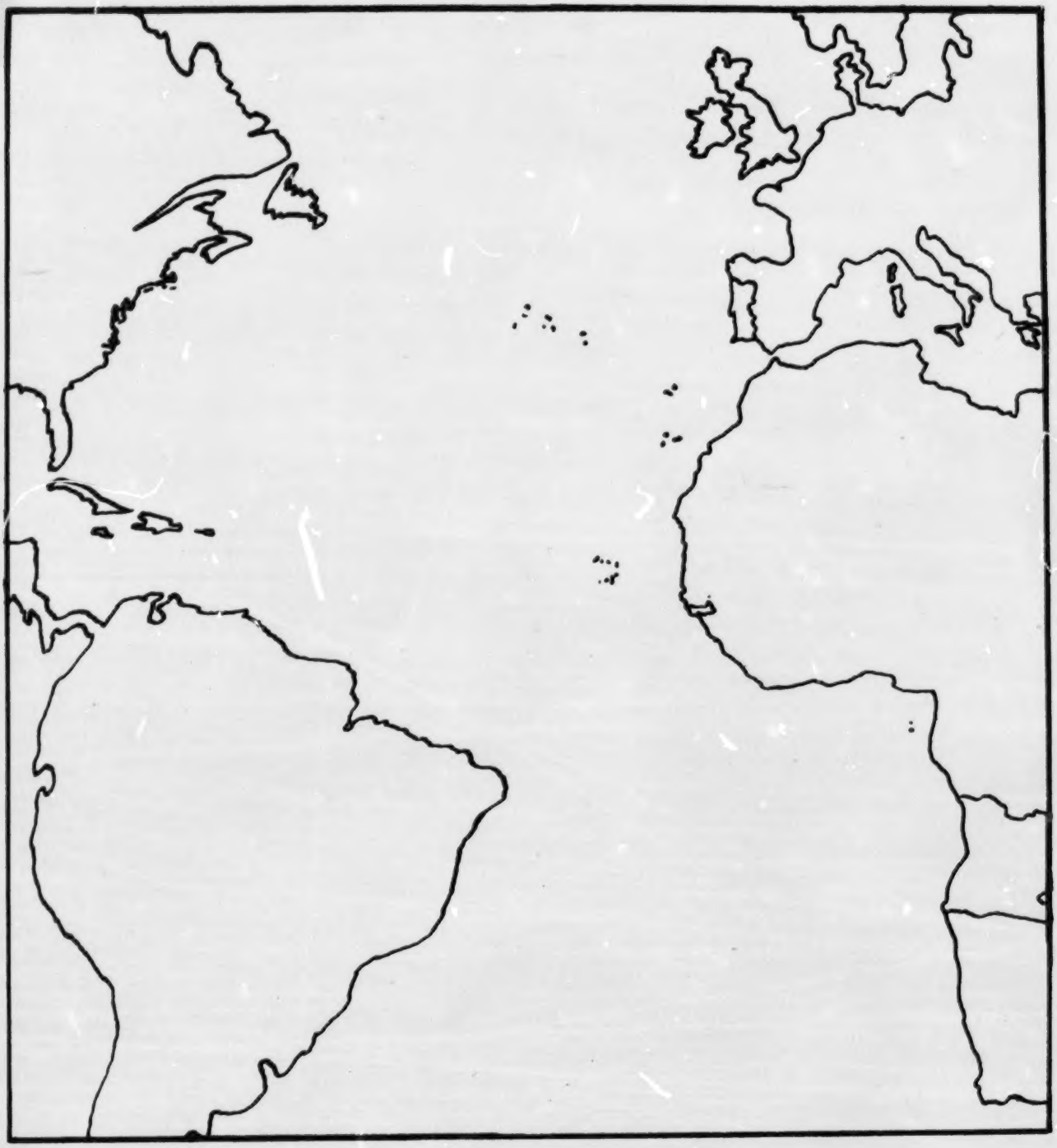

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